



Prevent Duty Risk Assessment

Supports The Prevent Duty Policy

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment / Audit Levels grid

RAG Rating	Self-Audit Level	Definition
Red – not met	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber – in progress	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green - completed	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

Leadership:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Governors Pupils Staff	<p>The school values clearly set out our commitment to British values. For example:</p> <ul style="list-style-type: none"> • Values have been refreshed through school council voice, parent voice and staff voice. • Values and ethos are displayed on the home page of our website • Assemblies to promote British Values • Revised PSHE curriculum with new resources. • RSHE curriculum • Annual focus days through year such as online safety week, anti-bullying week, Remembrance and HMD events attended. • School Councillors • Prevent Duty Policy shared with parents. 	SLT RE Lead			1	Continue to ensure British Values are promoted in all aspects of school life.
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils Staff	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks through updates.</p> <p>Include any specific steps taken, for example:</p> <ul style="list-style-type: none"> • Monitoring and filtering systems in place. • Utilising external services where appropriate. 	SLT Governors			1	<p>GM contact details and information is included in the policy.</p> <p>7-minute briefings used as updates.</p> <p>GM termly training attended by HT.</p> <p>Prevent Duty training is completed.</p>

<p>Arrangements and resources in place to provide pastoral care and support as required are not in place.</p> <p>Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.</p>	<p>Pupils Staff</p>	<ul style="list-style-type: none"> • Class teachers & support staff trained to identify any concerns relating to extremist behaviour. • Yellow forms and CPOMs system used to alert and monitor any concerns. • Support provided by SLT. • All relevant policies in place, which include key contacts and reporting routes. 	<p>SLT Governors</p>			<p>1</p>	<p>Continue to update staff training.</p> <p>Monitor concerns on CPOMs & ensure all actions are logged.</p> <p>Governors link visits.</p>
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Training and Capability:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils Staff	<ul style="list-style-type: none"> All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. Governors have read the relevant KCSiE sections and signed the declaration form on Governor Hub. Prevent Policy and Child Protection policies shared with parents and freely available on the school website – Key Contacts included. Regular Safeguarding updates provided to staff and governors. All staff have completed Prevent training. Staff members are aware who they can go to for advice The school community promotes British values through our PSHE and RHSE curriculums. British Values promoted through curriculum activities, particularly in History. Assemblies, whole school and class events further promote British Values where appropriate – E.G. Mental Health & Wellbeing week, CAFOD, World Book day, remembrance, Nativities, choir, class dojo points, Holocaust Memorial Day. 	SLT RE Lead Curriculum Lead			1	<p>Policies are continued to be updated in line with requirements.</p> <p>Induction process to include Prevent training in addition to Safeguarding training.</p> <p>Continue to explore opportunities to promote British Values.</p>

Working in partnership:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils Staff	<ul style="list-style-type: none"> We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. Follow the policy and procedures. The DSL/Prevent Lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS and referrals are followed up appropriately. 	DSLs All staff			1	Be prepared to refine processes and policy based on new legislation / expectations or learning from school's or others case studies.

Speakers and Events:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
Pupils (<i>and staff</i>) are exposed to extremist ideologies by visiting speakers	Pupils Staff	<ul style="list-style-type: none"> Content of the session and any handouts, links etc... to be seen and approved by the HT or DSL/SLT prior to the visit. 	HT DSLs SLT			1	<p>Bibliographies and testimonials checked prior to invite / delivery of session.</p> <p>Social media checks completed prior to invite / delivery of session.</p>
The school site is used to host events which support extremist ideologies or promote hatred	Wider community which includes Governors Parents Pupils Staff	<ul style="list-style-type: none"> All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred. 	HT SBM			1	<p>School only lets it site out to known local community sporting groups:</p> <ul style="list-style-type: none"> Football - field Morris Dancing Zumba

School Curriculum and Culture:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
The curriculum teaches damaging materials or fails to challenge extremist ideologies and promote British values	Pupils	<ul style="list-style-type: none"> • Opportunities to promote British values are identified within all curriculum areas. • Use of PSHE / RSHE lessons for sensitive and supportive discussions on radical issues and extreme ideologies where appropriate. • Weekly assemblies and collective worship sessions reference British values led by staff and pupils. 	Subject Leaders / Class teachers			2	<ul style="list-style-type: none"> • Review our current practices for promoting British Values and consider where we could do more to embed these values into our curriculum
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Governors Parents Pupils Staff	<ul style="list-style-type: none"> • Our Behaviour, Anti-Bullying and Prevent Duty Policies clearly set out that hateful behaviour is not tolerated. • Staff know how to respond to witnessing harassment and abusive behaviour. 	All staff			1	<ul style="list-style-type: none"> • Review and update Behaviour Policy. • Anti-bullying week Assembly and PSHE work • Regular discussions with children re: expectations, how to report and strategies to resolve conflict • School Mission Statement and Values.
British values are not promoted outside of the classroom	Pupils Staff	<ul style="list-style-type: none"> • School Council • Assemblies – human rights and responsibilities, diversity, respect/ • Celebrations of different cultures, religions and faiths. 	All staff			1	<ul style="list-style-type: none"> • Through PSHE/RE/RSHE and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect • Relevant staff are aware of government guidance

IT and Internet Safety:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
Pupils use the school network or school hardware to access extremist material	Pupils	<ul style="list-style-type: none"> Our online safety/computing/child protection policies makes reference to the risks of online materials. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. Filtering and monitoring systems are in place for all devices. Firewalls, Safe Searches and Age-Restriction apps are in place for all users. 	Subject Leaders / Class teachers			1	<ul style="list-style-type: none"> Review our current practices for promoting British Values and consider where we could do more to embed these values into our curriculum
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<ul style="list-style-type: none"> The ICT curriculum includes teaching pupils how to stay safe online. Assemblies include online safety Digital Leaders for each class. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. Prevent Duty Policy shared with parents. 	All staff			1	<ul style="list-style-type: none"> Ensure all Computer Bases policies are updated regularly <ul style="list-style-type: none"> Online safety policy Acceptable use policy Anti-Bullying policy Behaviour Policy The curriculum for computing reflects this duty. Continue to share supporting documents with online safety with parents.

School Site Security:

Potential Hazard	Who is at risk	Actions in place	Lead	Risk level without actions	Risk level post actions.	Self-Audit Level	Additional Notes / Next Steps
Non-approved visitors access the school site to spread extremist ideology	Parents Pupils Staff	Visitor Procedures include: <ul style="list-style-type: none"> Buzzing the intercom to gain access – Gates are locked during the school day. All visitors to speak with office staff to gain access to the building. All visitors must sign in and wear an appropriate visitor badge – green (DBS) and red (non-DBS) Visitors are accompanied around the school site when non DBS. School staff challenge unknown visitors to school. School Communication Plan makes it clear that school grounds are private property and the police will be called if uninvited visitors do not leave. 	Subject Leaders / Class teachers			1	<ul style="list-style-type: none"> Review school site security looking for weak points or breaches. Review policies regularly.

Key Staff:

Mr McDermott – Headteacher

Miss Wilde – DSL

Mrs Glynn – DDSL / SBM

Abtec are our Internet and Computing Technicians.

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